EASI Cohort 10 2026-27 Prioritization Overview

Available grant funding will be distributed to LEAs that meet the criteria within their chosen route(s). All applications will be reviewed and scored based on the rubrics included for each support. In the event the amount requested exceeds the amount available, applications that receive a fundable number of points will be prioritized. Each school will receive a point value based on school improvement identification(s) to ensure that schools most in need receive improvement funds.

Schools eligible for Accountability Pathways funding will be considered first in the allocation of state funds. Other than Accountability Pathways, school-level requests that are fundable will be awarded through state or federal funds according to the school's priority and identification type(s).

Preliminary Prioritization

The list of eligible schools and prioritization points may change following updates to state and federal identifications that occur through December. Updates that may change eligibility or prioritization points for a school may include ESSA identification of K-2 schools and successful Request to Reconsider applications that change the state school performance framework plan types. As updates to eligibility and prioritization occur with updates to state and federal identifications, the EASI Resources & Technical Assistance webpage will be updated. The final eligibility and prioritization list posted in December will be used for funding decisions.

Prioritization

Each August, once school improvement identifications are released, CDE leadership reviews statewide trends to ensure school improvement funding is prioritized to support schools with the greatest needs. This annual review may result in adjustments to the prioritization points from the previous EASI application cycle. Prioritization points are based on the school identification types in the federal (ESSA) and state accountability systems. If a school is identified in both accountability systems, the school receives the point value for whichever identification has higher points (federal or state), then receives 1 bonus point. The tables below outline the prioritization points assigned for each school identification type.

Table 1- Federal (ESSA) School Identifications

Federal (ESSA) School Identification- Criteria	Prioritization Points
Comprehensive Support (CS) Year 4+	8
Comprehensive Support (CS) Year 3	7
Comprehensive Support (CS) Year 2	6
Comprehensive Support (CS)- On Watch Year 1	5
Targeted Support & Improvement (TS) or Additional Targeted Support & Improvement (ATS) - Year 4+	5

Federal (ESSA) School Identification- Criteria	Prioritization Points
Comprehensive Support (CS) Year 1	4
Comprehensive Support (CS)- On Watch Year 2	4
Targeted Support & Improvement (TS) or Additional Targeted Support & Improvement (ATS) - Years 1 -3	3
Targeted Support & Improvement or Additional Targeted Support & Improvement - Not Exited by District	2
Any Federal identification – identified for Participation Only	1

Table 2- State (Accountability Clock/Performance Watch) School Identifications

State School Identification- Criteria	Prioritization Points
Year 4+ of Priority Improvement or Turnaround	8
Year 3 of Priority Improvement or Turnaround	7
Year 4+ On Watch (Performance/Improvement Year 4+)	6
Year 2 of Priority Improvement or Turnaround	5
Year 3 On Watch (Performance/Improvement Year 3)	4
Year 1 of Priority Improvement or Turnaround	4
Year 2 On Watch (Performance/Improvement Year 2)	3
Year 1 of Turnaround- Due to Participation	3
Insufficient state data on HOLD (Prior to ISD was Years 1+ on Performance Watch)	2
Year 1 of Priority Improvement - Due to Participation	2

Table 3- Bonus Point

Criteria	Prioritization Points
School has both a Federal identification AND a State identification of Turnaround, Priority Improvement, On Watch, or On Hold (exception: LEAs that did not exit ATS or TS schools)	1

Additional Considerations in Funding Decisions

In addition to grant application scores and prioritization points, CDE review teams may consider the following in making funding decisions:

- Current or projected future EASI cohort or EASI supplemental funding for 2026-27 or 2027-28, at either the school or district level, will be considered in funding decisions

- Availability of funding in specific fiscal years, eligibility for specific funding sources, and requested amounts (i.e. select EASI services with shorter durations or total request amounts may be able to fund lower prioritization point requests)
- In the event CDE receives more grant requests than available funding, CDE may also consider the following factors (listed in order of consideration) when determining which school will be funded if the prioritization points are the same for the remaining funding requests.
    1. School is classified as an alternative education campus
    2. School was declined an award in EASI Cohort 9 for a CDE directed service (i.e. Connect for Success, Transformation Network, AEC/Online Review, Language Learner Partnership) due to CDE service capacity and is reapplying for the same service in EASI Cohort 10.
    3. Previous EASI grant awards reverted or remaining balances
    4. Fulfillment of prior EASI grant or service requirements

District Prioritization

There are several EASI routes that are awarded at the district, rather than the school level (Accountability Pathways, District Designed and Led, District Strategic Planning, and Facilitated Board Training). Like the school level, districts eligible for Accountability Pathways funding will be considered first in the allocation of state funds. Other than Accountability Pathways, when evaluating district-level requests that are fundable, CDE will consider the prioritization scores of the schools that will be served by the supports.

Additionally, districts with a high concentration of identified schools in the district will be awarded one bonus point for district-level EASI service requests. A district with a high concentration is one with a high percentage of schools that are either ESSA (Comprehensive Support, Targeted Support, or Additional Targeted Support) or state (Priority Improvement, Turnaround, or On Watch) identified based on the number of schools in a respective district. Districts are sorted into three bands based on the number of schools. The top quartile, based on the percentage of identified schools, in each band is considered a district with a high concentration of identified schools for purposes of prioritization in district-level EASI service requests. District-level supports that the bonus point may be added to include District Strategic Planning, Language Learner Partnership (if serving at the district), District Designed & Led (if serving multiple schools under a common improvement strategy), or Facilitated Board Training for School Improvement.

List of Eligible Schools and Prioritization Points

A sortable Excel version of all Eligible Schools and Prioritization Points can be found on the EASI website under Resources and Technical Assistance. Please note that the list of schools and prioritization points may change following updates related to state and federal identifications (i.e. ESSA identification of K-2 schools and CDE's Request to Reconsider process for state school and district identifications). Updates the eligibility and prioritization points for schools are updated as information becomes available on the website.